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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.2.11. Solve practical problems involving rates, ratios, percentages and proportionality.  **CC.6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."  **CC.6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?  2.2.14. Examine the relationships between multiplication by a unit fraction and dividing by the fraction’s denominator, e.g., ½ of $6 is the same as $6 ÷ 2, and use this to solve problems. **(SOCIAL STUDIES CONNECTION)**  **CC.6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?  2.2.15. Use the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions.  **CC.6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?  2.2.19. Write and solve multistep problems in context involving addition, subtraction, multiplication and division with whole numbers, fractions, money and simple percentages. **(SOCIAL STUDIES CONNECTION)**  **CC.6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  **? Concept SCIENCE 6.1.a**  Explain that density is a ratio of mass to volume. Use density to identify elements or separate mixtures.  **? Concept SCIENCE 6.2a and b** Create and interpret graphs that illustrate relationships between predator-prey populations over time.  **CC.6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."  **? Concept SCIENCE 6.1.a**  Explain that density is a ratio of mass to volume. Use density to identify elements or separate mixtures.  **?Conecept SCIENCE 6.3.a** Design, conduct and report in writing an investigation to compare the heat absorption and release rates of water and earth materials  **CC.6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? |
| **GLE’s but not CCSS**  2.2.12. Add, subtract, **multiply and divide** by fractions in context. **(SOCIAL STUDIES CONNECTION)**  **CC.5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, *a*/*b* + *c*/*d* = (*ad* + *bc*)/*bd*.)  **CC.5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.  **CC.5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  **CC.5.NF.7c** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?  2.2.13. Describe situations in writing that connect multiplying fractions to determining the fractional part of a set.  **CC.5.NF.4a** Interpret the product (*a*/*b*) × *q* as a parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (*a*/*b*) × (*c*/*d*) = *ac*/*bd*.)  **CC.5.NF.5b** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.  2.2.16. Understand and defend in writing the magnitude of the result of multiplication or division problems involving fractions.\*  **CC.5.NF.5a** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  **CC.5.NF.7a** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4 and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.  **CC.5.NF.7b** Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.  2.2.18. Estimate solutions to problems and justify the reasonableness of estimates in writing. **(SOCIAL STUDIES CONNECTION)**  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| **CCSS but not GLE’s**  **N/A** |